

Category 2 – Judgment

In conjunction with responding to calls for public safety services, the dispatcher faces challenges every day that require knowledge, judgment, skill, and ability from multiple and varied sources. To meet these challenges successfully, the dispatcher must develop good judgment in the performance of relevant duties. Expected performance outcomes in this category include the following:

- 2.1 Receive, prioritize, and handle multiple tasks related to emergency call taking and dispatching using judgment based on policies and procedures.
- 2.2 Receive and handle various types of non-emergency complaints and requests from the public or other agencies by using judgment based on policies and procedures.

Performance Outcome 2.1

Receive, prioritize, and handle multiple tasks related to emergency call taking and dispatching using judgment based on policies and procedures.

Training Objectives 2.1

Given three written scenarios or practical exercises, identify or demonstrate the steps involved in receiving, prioritizing, and handling multiple tasks related to 911 call taking and dispatching.

Criteria for Testing: The trainee shall be tested on the following:

- 2.1.1. Service Greeting -- Answer a 911 call: “911 – where is your emergency?”
- 2.1.2 Obtain information relevant to the call by asking multiple questions related to:
 - a. Where
 - b. What
 - c. Who
 - d. When
 - e. How
 - f. Why
- 2.1.3. Provide information to caller based on situation and risk assessment.
- 2.1.4. Exercise judgment to prioritize response to the call
 - a. Type of call (protocol for case classification)
 - b. What type of response(s) (initial personnel and resources to dispatch)
 - c. Single or multiple units
 - d. Special teams
 - e. Notifications to other authorities
- 2.1.5. Send information to dispatch station or dispatch while taking call.
- 2.1.6. Document the call and response(s), e.g., units assigned based on location and availability.
- 2.1.7. Document additional information sent to response units, e.g., weapon seen, hostage taken, suspect description, etc.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Service greeting -- answer a call: “[agency name] 911 – where is your emergency?” If the caller information indicates the call does not relate to an emergency, use non-emergency call procedures. However, you should always get the answer to “where” first since a call may be disconnected accidentally and you may not have this information on a screen, or the caller may be calling from a phone that is not where the emergency is located.
2. Elicit information relevant to the call by asking multiple questions related to:
 - a. Where
 - b. What
 - c. Who
 - d. When
 - e. How
 - f. Why (depending on the type of call, any information that is offered or obtained relating to the motive behind what is going on may need to be passed on to units responding. Such motives may reveal a higher risk for those responding and officers, in particular, should be alerted to the possibility of a potential violent confrontation that may occur suddenly.)
3. Provide instructions to caller based on situation and risk assessment.
 - a. Fire
 - b. Chemical spills in closed and open areas
 - c. Intruder in residence
 - d. Hostage situation/crisis situations
 - e. Multi-vehicle crash
 - f. Weather related hazards
 - g. Bio-hazards
 - h. Others as may be determined by the instructor (Remind trainees of the use of resources available. NCIC hazardous materials file is a good one.)
4. Exercise judgment to prioritize response to the call
 - a. Type of call
 - 1). Accidents (traffic, industrial, household, poison control, etc.)
 - 2). Fire
 - 3). Medical emergency (including medical alarms)
 - 4). Alarms
 - a). Residential
 - b). Business
 - 5). Animals
 - 6). Misdemeanor calls
 - 7). Felony calls
 - 8). Abnormal behavior reports (mental disability of some type possible; suicide threats)
 - 9). Missing persons
 - 10). Unusual phone calls (annoying, threatening, harassing, etc.)

- 11). Traffic violations
 - 12). Vehicle violations
 - 13). Juveniles
 - 14). Non-emergency call that is received on 911
 - 15). Officer needs assistance
 - 16). Referral or information only call.
- b. Unit(s) to respond to call
 - 1). Police
 - 2). Fire
 - 3). Rescue
 - 4). Combination
 - c. Location of response units (need and geographic location of response unit)
 - d. Single or multiple units
 - e. Special teams
 - 1). Hazmat
 - 2). Crisis negotiation
 - 3). Disaster
 - 4). Search and rescue
 - f. Notifications to other authorities, e.g., any agencies impacted by the need to respond to the call.
5. Send information to dispatch station or dispatch while taking call.
 6. Document the call and response(s), e.g. units assigned based on location and availability.
 7. Provide additional information to units assigned as it becomes available.
 8. Document additional information sent to response units, e.g. weapon seen, hostage taken, suspect description, etc.

<p>Instructor Note: Provide examples of misdemeanor and felony reports to help explain differences in call responses.</p>
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Performance Outcome 2.2

Receive and handle various types of non-emergency complaints and requests from the public or other agencies by using judgment based on policies and procedures.

Training Objective 2.2.

Given a written scenario or practical exercise, identify or demonstrate the steps involved in receiving and providing service for non-emergency calls including the following types of complaints and requests from the public:

- A. In-person complaints and requests
- B. Telephone complaints and requests
- C. Complaints and requests from other agencies
- D. False and/or nuisance call
- E. Business calls

Criteria for testing: The trainee will be tested on the following:

- 2.2.1 Service-oriented greeting
- 2.2.2 Prioritize non-emergency call
- 2.2.3. Questions asked to elicit basic information regarding type of call
- 2.2.4. Responses designed to handle complaint, request, or routine business based on protocol
- 2.2.5 Call classification
- 2.2.6 Units assigned (if call not referred elsewhere)
- 2.2.7. Documentation of false and/or nuisance calls

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Answer call promptly with courteous and professional demeanor
 - a. Identify yourself or agency according to policy and “How may I help you,” or similar greeting.
2. Evaluate nature of call, prioritize, and collect information
 - a. Listen attentively to what the person tells you is the complaint or request.
 - b. Concerned citizen information
 - c. Past disturbance
 - d. Complaint against law enforcement, dispatching, or other agency personnel
 - e. Other
3. Basic information to collect
 - a. Where
 - b. What
 - c. Who
 - d. When
 - e. How
 - e. Why (if known)
4. Respond in a timely manner with appropriate action
 - a. Inform the person regarding the process that will be followed to handle the complaint or request, e.g., will send an officer to take a report, this type of complaint is not handled here and the agency to call is (provide name and number), etc.
 - b. Route call to other service provider if necessary
 - (1). Identify services that provide citizen assistance
 - (2). Identify the best way for the citizen to access the services
 - c. Classify the call for service response and record-keeping.
 - c. Dispatch officer or other service (if appropriate).
 - d. Collect additional information for report, if possible.
5. Close the conversation
 - a. Courteously terminate the call
 - b. Clearly state what action will be taken without a definite time line
 - c. Make certain action stated is completed
6. Handle business calls with the same attentiveness and courtesy as complaints and requests are handled.
7. Document false and nuisance calls by type and areas of origination. This may help identify the caller for action at some time. Response unit must be dispatched regardless of prior history with a person or location. Follow department policy.